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Purpose: Understand the Public Education Department's (PED) funding methodology for PED's reads to lead.

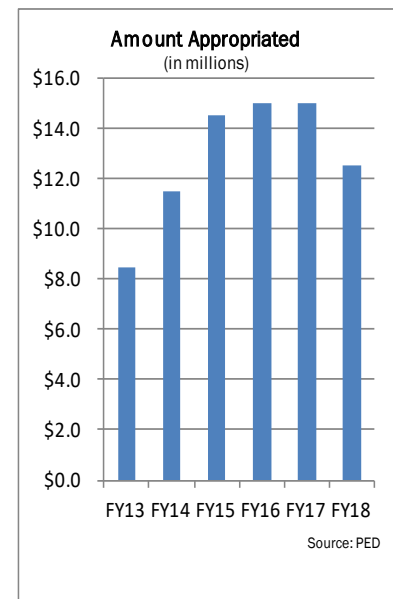
Witness: Debbie Montoya, Director, Priority Schools Bureau, PED; Bill Green, Superintendent, Reserve Independent Schools; Kirk Carpenter, Superintendent, Aztec Municipal Schools

Expected Outcome: Identify better outcomes for providing reading supports for school districts and charter schools

Reads To Lead: Early Learning Initiative

Background

School districts statewide have raised concerns that inconsistencies in funding and application criteria for early education literacy grants make it difficult to plan effectively and implement programs with fidelity. When launched in FY13, the funding intended to improve reading in kindergarten through third-grade students and was awarded on a competitive basis. Between FY14 and FY16, the Public Education Department (PED), which calls the program "Reads to Lead," distributed a portion of the funding to any school districts or charter schools that applied for funding and met certain minimum criteria, including having a literacy plan and committing to use a PED-determined short-cycle assessment. In FY17, noting concerns the program was not improving student achievement, the department returned to a competitive grant program; for FY18, it maintained the competitive process but again changed the criteria for eligibility. When PED announced 2017-2018 awards in May, some school districts and charter schools that previously received funding learned they would not be funded, while others that did not receive grants in FY17 learned they would in FY18.



Early Literacy Program History

Children with weak literacy skills face potentially damaging short- and long-term consequences, among them, repeating a grade or dropping out of school. Third grade is considered a critical point in a student's academic success because that is when students shift from "learning to read" to "reading to learn." According to PED, the executive's keystone early elementary reading program ensures funding is allocated to support schools that implement a multi-tiered system of support to reduce the number of kindergarten through third-grade students reading below grade level in kindergarten through third-grade.

Since FY13, the state has appropriated \$77 million to PED for the early literacy grant program, and PED has distributed the funding for a short-cycle reading assessment, reading specialists, new intervention instructional materials, professional development for principals and teachers, and other interventions intended to improve early literacy skills of kindergarten through third-grade students. In the six

years since the Legislature began funding the early literacy program, PED has changed the application process for school districts and charter schools four times, and the number of grant recipients has bounced from 25 in FY13 up to 131 in FY14 through FY16, then back down to the low 60s in FY18. Funding increased steadily from an initial \$8.5 million in FY13 to \$15 million in FY16 before it leveled off in FY17 and was reduced to \$12.5 million in FY18 because of a state government budget crisis.

Each year, PED allocates a portion of the appropriation to school districts and charter schools through a grant process and uses the remaining funding for a statewide short-cycle reading assessment (DIBELS Next from FY13 to FY16 and Istation in FY17 and FY18), statewide literacy coaches, professional development for principals and teachers, and other interventions intended to improve the literacy skills of kindergarten through third-grade students. The amount allocated annually for school district and charter school awards has fluctuated since the inception of the program. In FY13, the first year of the program, 47 percent of the \$8.5 million appropriation was awarded to school districts and charter schools. Between FY14 and FY16, the appropriation grew along with the proportion allocated to school districts and charter schools; in FY16, 71 percent of the \$15 million appropriation was awarded to school districts and charter schools. PED reduced the proportion of the FY17 appropriation that was allocated to school districts and charter schools to 48 percent and started funding statewide literacy coaches and a statewide literacy coordinator through an intergovernmental agreement with High Plains Regional Education Cooperative (REC#3) in which PED maintained managerial control over the employees.

PED budgeted \$7.8 million in FY17 and \$4.6 million in FY18 for regional reading specialists, kindergarten through third-grade reading assessment, and statewide supports for local education agencies that include: statewide teacher-leadership initiative, literacy instructional resources, the governor’s books for first graders, regional professional development, kindergarten literacy regional academies, Native American assessment development, bilingual bureau literacy initiative, and the early learning bureau.

Reads to Lead Funding FY13-FY15 (in millions)				
	Amount Appropriated	Amount PED Allocated	Statewide Literacy Specialist	Number of Districts and Charter Schools Funded
FY13	\$8.5	\$4.0	\$0.0	21 School Districts and 4 Charter Schools
FY14	\$11.5	\$5.8	\$0.0	86 School Districts and 33 Charter Schools
FY15	\$14.5	\$9.0	\$0.0	88 School Districts and 43 Charter Schools
FY16	\$15.0	\$10.7	\$0.0	88 School Districts and 43 Charter Schools
FY17	\$15.0	\$7.2	\$4.3	45 School Districts and 18 Charter Schools
FY18	\$12.5	\$7.9	\$1.4	49 School Districts and 12 Charter Schools

Source: PED

Despite these investments, the state has not seen any improvement in reading proficiency directly attributable to the supports. Additionally, policymakers have raised concerns the department did not consider low-performing schools or low-income students in their allocation decisions.



Program Inconsistency

Because of ongoing inconsistencies in funding and grant criteria over the years for the early literacy initiative, school districts and charter schools find it difficult to plan effectively and run the program consistently.

Award Decisions. Changes in funding levels awarded to school districts and charter schools over the past few years created inconsistencies with how they have been able to run the early literacy program. As a result of concerns that the initial grant program was not reaching all school districts and charter schools in need, PED made the program a non-competitive grant program in FY14. While most applicants receive funding, PED disqualified both Albuquerque Public Schools (APS) and Las Cruces Public Schools (LCPS). Contending the early literacy appropriation was insufficient to support the needs of all school districts, the department argued the two school districts would receive sufficient early literacy funding through a \$4 million appropriation for early interventions and remediation appropriated through the funding formula. PED did not consider targeting awards to serve low-performing schools or students.

PED's methodology for taking credit for the \$4 million that was included in the formula funding for early literacy was not consistent with how those funds were allocated through the formula. PED indicated APS would receive \$1.1 million and LCPS would receive \$300 thousand from the \$4 million appropriation.

In FY15 and FY16, PED continued to allocate awards based on student enrollment without consideration of whether a school was a low performer or the size of its low-income student population. Smaller school districts and charter schools received a minimum of \$50 thousand and larger school districts received more. From FY14 to FY16, because of the non-competitive grant process, applicants were able to revise and plan to expand the program as a district-wide initiative that focused on core instruction and interventions for struggling students.

Noting concerns the program was not effective, PED returned to a competitive grant process in FY17, which resulted in significant changes in the number of awards PED made and included consideration of school growth in reading and the quality of each application (see **Attachment 1, FY16 through FY18 Early Literacy Awards and Per-Pupil Funding**). While FY18 remained a competitive grant program, the inconsistency in award decisions and criteria continued. The criteria for school growth in reading and application score changed in FY18 compared with FY17, which again changed the school districts and charter schools that received awards. APS, Deming Public Schools (DPS), Dexter Consolidated Schools (DCS), and Reserve Independent Schools were among those that did not receive grants for FY18 after being funded in FY17. Additionally, some smaller school districts and charter schools that received the minimum of \$50 thousand in FY16 saw increases in funding anywhere from 50 percent to 434 percent. APS saw a decrease in funding of almost \$500 thousand, or 50 percent between FY16 and FY17 and was not funded in FY18. While DPS, DCS, and Pecos Independent Schools saw increases in funding between FY16 and FY17, they were not funded in FY18. Staff at DCS indicated research shows an effective program must be consistently implemented over a number of years. A lack of consistency in funding for the early literacy grant program each year will not produce long-term positive effects, and leaves school districts with budget dilemmas annually.

Cobre Consolidated Schools saw an increase in awards of 434 percent between FY16 and FY18.

APS targeted early literacy funding to Title I schools and the bottom 25 percent lowest performing schools in FY16 and FY17.

Dexter Consolidated Schools supports returning the early literacy grant program back to funding practices of FY16.

IGA between High Plains REC#3 and PED

Scope of work for REC#3:

- Hire regional reading specialist and coordinator and provide salaries;
- Hire part-time REC#3 support staff; and
- Ensure the regional reading specialist completes and submits monthly logs to PED.

PED determined who the REC#3 would hire for the reading specialists and coordinator, as well as oversee the responsibilities and duties of these specialists.

For FY17, REC#3 was paid \$307 thousand for an 8 percent indirect cost for the IGA. It appears the only duty REC#3 had was issuing contracts and paychecks to the contract employees.

Some school districts noted they leveraged federal Title I funds to expand the program but were concerned the early literacy funds would disappear because it is a grant program and is considered annually for funding by the Legislature. School districts are unsure if they can sustain the efforts developed through the grant program without the annual appropriation. Other school districts noted hiring reading specialists on contract is difficult because most qualified teachers are hesitant to leave permanent positions in school districts. Despite not qualifying for program funding, some school districts continued to provide reading support services.

Per-Student Funding. Moreover, from FY16 through FY18, the methodology for making awards resulted in per-student average distribution amounts for school districts and charter schools ranging from \$30 dollars per student to \$3,531 dollars per student. APS received an average of \$30 dollars per student with an enrollment of 27 thousand students in kindergarten through third grade while Roy Municipal Schools with an enrollment of 22 kindergarten through third-grade students received an average of \$3,033 dollars per student. The wide discrepancy between an urban school district like APS and a rural school district like Roy demonstrate insufficient funding for the program based on student need. Additionally, charter schools generally received more funding per-student than school districts. Lindrieth Area Heritage received an average of \$3,531 per student with an enrollment of seven students in kindergarten through third grade while Taos Municipal Charter School, with an enrollment of 83 students received \$1,024 per student. Within the scope of per-pupil, the funding varies across the board based on student membership.

Regional Reading Specialists. In the past, the early literacy grant provided funds for school districts and charter schools to hire their own reading specialists with the exception of small school districts, which were typically funded through their local regional education cooperative. When PED returned the grant to a competitive one, the department centralized the hiring for statewide reading specialists through an intergovernmental agreement (IGA) with High Plains Regional Education Cooperative (REC #3). For FY17, PED budgeted \$4.3 million for 25 statewide literacy specialists and one literacy coordinator. Salaries for the reading specialists are likely higher than salaries paid by school districts. Literacy specialist salaries were budgeted at \$80 thousand and the literacy coordinator salary was budgeted at \$82 thousand, both including benefits calculated at 40 percent and a potential 20 percent incentive bonus based on student achievement. These reading specialists are considered REC employees and not contractors. Data shows bonuses paid ranged between \$5,000 and \$12 thousand. It is unclear how PED determined the incentive bonus structure based on student achievement.

For FY18, PED only budgeted \$1.4 million for 11 statewide literacy specialists and one literacy coordinator. The literacy specialist salaries are budgeted at \$68 thousand, a



FY18 Pathway 1 Application

School Districts
Alamogordo Public Schools
Animas Public Schools
Artesia Public Schools
Capitan Municipal Schools
Carlsbad Municipal Schools
Carrizozo Municipal Schools
Cloudcroft Municipal Schools
Corona Municipal Schools
Des Moines Municipal Schools
Dora Municipal Schools
Elida Municipal Schools
Farmington Municipal Schools
Floyd Municipal Schools
Fort Sumner Municipal Schools
Gadsden Independent Schools
Grady Municipal Schools
Hagerman Municipal Schools
Hondo Valley Public Schools
House Municipal Schools
Logan Municipal Schools
Los Alamos Public Schools
Los Lunas Public Schools
Maxwell Municipal Schools
Mountainair Public Schools
Portales Municipal Schools
Quemado Independent Schools
Roy Municipal Schools
San Jon Municipal Schools
Silver Consolidated Schools
Texico Municipal Schools
Wagon Mound Public Schools
Charter Schools
Anansi Charter
Christine Duncan Heritage Charter
Cien Aguas International Charter
Coral Community Charter
Estancia Valley Charter Academy
International School at Mesa del Sol
Jefferson Montessori Academy
La Tierra Montessori School
Lindrith Area Heritage Charter
Mission Achievement and Success
Taos Municipal Charter

Source: PED

15 percent decrease compared with the FY17 budget, and the literacy coordinator salary is budgeted at \$70 thousand, a 12 percent reduction. PED eliminated the ability to earn a bonus in FY18. An individual hired as a statewide literacy specialist in FY17 voiced concern to LESC staff about the inconsistent salary of the position year-to-year and the significantly decreased number of reading specialists, which made the hiring process more competitive and positions less stable.

Changes in Eligibility Criteria. Inconsistent year-to-year criteria have left school districts and charter schools without clear expectations. After only needing a literacy plan in place and agreeing to use the PED determined short-cycle assessment during the early years, applicants in FY17 had to meet criteria that included achievement in the top quartile of school growth in reading based on the most recent school grade, and ranking in the top quartile based on PED’s score of their application.

In FY18, the program became more competitive with changes in criteria. School districts and charter schools were eligible for funding in two ways:

- **Pathway 1** – school districts and charter schools that demonstrated a track record of student reading growth in the top quartile with a cut score of 3.0 were required to submit a plan and budget but automatically received funding, although school districts and charter schools were not obligated to accept awards. PED indicated 30 school districts and 11 charter schools were funded through this path.
- **Pathway 1** – school districts and charter schools that demonstrated a strong track record of success with supports for students were required to submit a robust plan to increase student reading growth and proficiency. To be eligible, PED raised the qualification threshold to the top 45 percent of applications having a score of 85 points being funded based on feedback from superintendents. This path was scored by an external review panel of New Mexico associate superintendents, curriculum and instruction leaders, principals, and teachers. PED indicated 19 school districts and one charter school were funded through this path.

For FY17 and FY18, eligibility for the early learning initiative included school growth in reading that captured the 2013-2014 school-year standards-based assessment and the 2015-2016 school year Partnership Assessment of Readiness for College and Careers (PARCC) assessment scores.

FY 18 Pathway 2 Application

School Districts
Magdalena
Jemez Valley Public Schools
Raton
Hobbs
Aztec
Peñasco Independent Schools
Moriarty-Edgewood
Bernalilio
Socorro Consolidated Schools
Estancia
Santa Rosa
Cobre
Rio Rancho Public Schools
Lovington Municipal Schools
Mosquero
Espanola
Mesa Vista Consolidated School District
Springer
Central Consolidated Schools
Charter Schools
Mosaic Academy

Source: PED

The following school districts eligible for Pathway 1 that did not submit a literacy plan for funding:

- Cottonwood Valley Charter School
- J Paul Taylor Academy Charter
- Las Cruces Public School
- Ruidoso Municipal Schools

Targeting At-Risk Students. Spending has not clearly resulted in higher student achievement and concerns persist that distributions are inconsistent and have not targeted the lowest performing schools or low-income students, where spending is more likely to make a difference. While the department required each applicant to develop an early literacy plan, it is unclear if PED required those plans to target the school district’s or charter school’s lowest-performing students. In addition, per-student distribution amounts varied by school districts and charter schools, leaving the most vulnerable students underfunded. For example: DPS served students district-wide through Title I funds since FY16, and they received \$373 thousand in awards in FY16 and FY17 and were not funded in FY18. Proficiency rates for reading in third grade for DPS was 24.2 percent proficient in FY15 and 22 percent proficient in FY16. Los Alamos Public Schools (LAPS) does not serve students district-wide through Title I funds and was awarded \$590 thousand in FY16 through FY18. Proficiency rates for reading in third-grade for LAPS was 55 percent proficient in FY15 and 58 percent proficient in FY16.

Due to concerns the early literacy program was not targeting New Mexico’s most at-risk students in kindergarten through third grade, in FY17, the Legislative Finance Committee (LFC) recommended language in the General Appropriation Act (GAA) that tied increased funding for early literacy to award criteria that included student proficiency and at-risk status to target the state’s most vulnerable younger students. However, that language was ultimately not included in the GAA. Without this language, PED is not required to distribute funds to support the students most in need.

Given the program’s inconsistent funding methodology, lack of results, and program demand, LFC recommended moving \$10 million from PED’s early literacy initiative to the state equalization guarantee in FY18 to ensure distribution through an established funding formula that takes into consideration the specific demographics and needs of each school district and charter school. Ultimately, the Legislature appropriated \$4 million through the funding formula and reduced the early literacy grant program by \$2 million.

Short-cycle Assessment of Young Students. Program effectiveness is evaluated by student achievement which is measured through the state standards-based assessment, or short-cycle assessment results. Third grade is the first year students are assessed through the states standards-based assessment. For the early literacy initiative, PED requires all school districts and charter schools that receive funding to use a department determined short-cycle assessment to track student progress and use for planning data-driven instruction. However, historically, results on the PED determined short-cycle assessment have not been predictive of performance on the standards-based assessment or PARCC assessment.

FY15 and FY16 Third Grade PARCC Proficiency										
	Reading					Math				
Fiscal Year	L-1	L-2	L-3	L-4	L-5	L-1	L-2	L-3	L-4	L-5
FY15	27.5%	24%	23.6%	23.6%	1.3%	17.5%	28.3%	28.8%	22.6%	2.6%
FY16	28%	23.6%	24.2%	23%	1.2%	17.6%	25.3%	27.1%	25.9%	4%

PED considers Levels 4 and 5 proficient.

Source: PED

Program Performance

According to LFC, data from FY13 showed positive gains for most participating schools; however, gains achieved by those students only minimally exceeded gains achieved statewide though the department erroneously reported gains more than twice that of the statewide average. PED has not yet provided student performance data for the subsequent years, limiting evaluation of the effectiveness of the program.

Percent of students on early reading benchmark at the end of year in kindergarten through third grade in FY16 DIBELS Next:

- Kindergarten – 72.3 percent proficient,
- First grade – 70 percent proficient,
- Second grade – 65 percent proficient, and
- Third grade – 64.3 percent proficient.

The department used Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) until FY16, when it was replaced with Istation. Even though 64.3 percent of third-grade students scored at or above the benchmark in reading on the DIBELS Next assessment, only 24.2 percent of those same third-grade students scored at proficient or above on the PARCC assessment in FY16. When comparing these results, it appears there is disconnect between PARCC data and DIBELS Next data. DIBELS Next and Istation are developed to assess reading fluency by providing continuous progress monitoring, frequently assessing students, and reporting student ability in critical domains of reading throughout the academic year. The results from these assessments are supposed to inform teacher practice to ensure students reach the benchmark for grade-level reading proficiency. PED has yet to provide FY17 data from Istation and it is unclear if Istation data is better aligned to state content standards and PARCC than the DIBELS Next assessment.

Moving Forward. Investing in early literacy is important and the Legislature has demonstrated that by prioritizing funding for early learning over the past few years, yet the achievement gap in reading still persists. However, investing in evidence-based programs could have an impact on student learning and achievement like the state’s half- and full-day prekindergarten program that is funded through PED and the Children, Youth and Families Department and K-3 Plus – an

extended school-year program. These two programs target low-income students and are positively affecting student performance. In order for the early literacy initiative to have positive outcomes, PED needs to provide better technical assistance and leadership for consistency in the implementation of the program. Also, PED should consider guidance that will support school districts and charter schools in targeting the funds to students most in need.

FY16 Through FY18 Early Literacy Awards and Per-Pupil Funding

(in thousands)

	FY16			FY17			FY18			FY16 and FY18 Awards Change	FY16 and FY18 % Change
	Award	K-3 Per-Pupil Funding		Award	K-3 Per-Pupil Funding		Award	K-3 Per-Pupil Funding			
1 ALAMOGORDO	\$ 162,500.00	\$ 78.81	\$ 321,600.00	\$ 154.39	\$ 322,100.00	\$ 154.63	\$ 159,600.00	98.2%	1		
2 ALBUQUERQUE	\$ 1,060,500.00	\$ 37.53	\$ 565,200.00	\$ 20.98	\$ -	\$ -	\$ (1,060,500.00)	-100.0%	2		
3 ALBUQUERQUE SIGN LANGUAGE ST. CHARTER (APS)	\$ 22,000.00	\$ 578.95	\$ 80,329.00	\$ 2,059.72	\$ -	\$ -	\$ (22,000.00)	-100.0%	3		
4 ALICE KING COMMUNITY SCHOOL (APS)	\$ 50,000.00	\$ 240.38	\$ 265,000.00	\$ 1,162.28	\$ -	\$ -	\$ (50,000.00)	-100.0%	4		
5 ANANSI CHARTER (TAOS)	\$ 50,000.00	\$ 617.28	\$ 83,874.60	\$ 1,022.86	\$ 89,309.00	\$ 1,089.13	\$ 39,309.00	78.6%	5		
6 ANIMAS	\$ 50,000.00	\$ 1,250.00	\$ 94,284.00	\$ 2,244.86	\$ 115,828.00	\$ 2,757.81	\$ 65,828.00	131.7%	6		
7 ARTESIA	\$ 130,000.00	\$ 99.01	\$ -	\$ -	\$ 158,471.55	\$ 125.57	\$ 28,471.55	21.9%	7		
8 AZTEC	\$ 130,000.00	\$ 142.86	\$ -	\$ -	\$ 200,365.71	\$ 232.44	\$ 70,365.71	54.1%	8		
9 BELEN	\$ 130,000.00	\$ 97.01	\$ -	\$ -	\$ -	\$ -	\$ (130,000.00)	-100.0%	9		
10 BERNALILLO	\$ 130,000.00	\$ 123.11	\$ -	\$ -	\$ 181,858.00	\$ 174.86	\$ 51,858.00	39.9%	10		
11 BLOOMFIELD	\$ 130,000.00	\$ 133.61	\$ -	\$ -	\$ -	\$ -	\$ (130,000.00)	-100.0%	11		
12 CAPITAN	\$ 50,000.00	\$ 364.96	\$ -	\$ -	\$ 105,875.92	\$ 827.16	\$ 55,875.92	111.8%	12		
13 CARINOS DE LOS NIÑOS	\$ 22,000.00	\$ 488.89	\$ 50,000.00	\$ 1,063.83	\$ -	\$ -	\$ (22,000.00)	-100.0%	13		
14 CARLSBAD	\$ 162,500.00	\$ 75.02	\$ 189,000.00	\$ 88.98	\$ 189,000.00	\$ 88.98	\$ 26,500.00	16.3%	14		
15 CARRIZO	\$ 50,000.00	\$ 1,136.36	\$ 68,780.00	\$ 1,563.18	\$ 68,780.00	\$ 1,563.18	\$ 18,780.00	37.6%	15		
16 CENTRAL CONS.	\$ 162,500.00	\$ 87.04	\$ -	\$ -	\$ 55,936.20	\$ 31.20	\$ (106,563.80)	-65.6%	16		
17 CHAMA VALLEY	\$ 50,000.00	\$ 423.73	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	17		
18 CHRISTINE DUNCANS COMMUNITY (APS)	\$ 50,000.00	\$ 531.91	\$ -	\$ -	\$ 97,850.00	\$ 865.93	\$ 47,850.00	95.7%	18		
19 CIEN AGUAS INTERNATIONAL ST. CHARTER (APS)	\$ 50,000.00	\$ 277.78	\$ 50,000.00	\$ 280.90	\$ 60,048.00	\$ 337.35	\$ 10,048.00	20.1%	19		
20 CIMARRON	\$ 50,000.00	\$ 416.67	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	20		
21 CLAYTON	\$ 50,000.00	\$ 316.46	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	21		
22 CLOUDCROFT	\$ 50,000.00	\$ 574.71	\$ -	\$ -	\$ 67,000.00	\$ 881.58	\$ 17,000.00	34.0%	22		
23 CLOVIS	\$ 162,500.00	\$ 58.56	\$ -	\$ -	\$ -	\$ -	\$ (162,500.00)	-100.0%	23		
24 COBRE CONS.	\$ 97,500.00	\$ 248.72	\$ 470,383.12	\$ 1,190.84	\$ 521,149.86	\$ 1,319.37	\$ 423,649.86	434.5%	24		
25 CORAL COMMUNITY (APS)	\$ 50,000.00	\$ 409.84	\$ 114,000.00	\$ 844.44	\$ 175,000.00	\$ 1,296.30	\$ 125,000.00	250.0%	25		
26 CORONA	\$ 50,000.00	\$ 2,000.00	\$ 50,000.00	\$ 2,500.00	\$ 30,000.00	\$ 1,500.00	\$ (20,000.00)	-40.0%	26		
27 CORRALES INTERNATIONAL (APS)	\$ 50,000.00	\$ 588.24	\$ 50,009.80	\$ 588.35	\$ -	\$ -	\$ (50,000.00)	-100.0%	27		
28 COTTONWOOD CHARTER (SOCORRO)	\$ 50,000.00	\$ 625.00	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	28		
29 CUBA	\$ 50,000.00	\$ 434.78	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	29		
30 DEMING	\$ 162,500.00	\$ 92.12	\$ 210,000.00	\$ 124.11	\$ -	\$ -	\$ (162,500.00)	-100.0%	30		
31 DES MOINES	\$ 50,000.00	\$ 1,923.08	\$ 44,634.00	\$ 1,859.75	\$ 79,033.12	\$ 3,293.05	\$ 29,033.12	58.1%	31		
32 DEXTER	\$ 97,500.00	\$ 338.54	\$ 268,000.00	\$ 911.56	\$ -	\$ -	\$ (97,500.00)	-100.0%	32		
33 DORA	\$ 50,000.00	\$ 649.35	\$ 50,000.00	\$ 675.68	\$ 50,500.00	\$ 682.43	\$ 500.00	1.0%	33		
34 DREAM DINE (Central)	\$ 22,000.00	\$ 687.50	\$ 28,000.00	\$ 1,076.92	\$ -	\$ -	\$ (22,000.00)	-100.0%	34		
35 DULCE	\$ 50,000.00	\$ 227.27	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	35		
36 EL CAMINO REAL	\$ 50,000.00	\$ 396.83	\$ 113,875.00	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	36		
37 ELIDA	\$ 50,000.00	\$ 1,724.14	\$ -	\$ -	\$ 49,000.00	\$ 1,750.00	\$ (1,000.00)	-2.0%	37		
38 ESPAÑOLA	\$ 130,000.00	\$ 100.70	\$ -	\$ -	\$ 173,000.00	\$ 140.54	\$ 43,000.00	33.1%	38		

FY16 Through FY18 Early Literacy Awards and Per-Pupil Funding
(in thousands)

	FY16		FY17		FY18		FY16 and FY18 Awards Change	FY16 and FY18 % Change	
	Award	K-3 Per-Pupil Funding	Award	K-3 Per-Pupil Funding	Award	K-3 Per-Pupil Funding			
39 ESTANCIA	\$ 50,000.00	\$ 274.73	\$ 183,491.00	\$ 991.84	\$ 37,201.00	\$ 201.09	\$ (12,799.00)	-25.6%	39
40 ESTANCIA VALLEY (MORIARTY)	\$ 50,000.00	\$ 331.13	\$ 89,000.00	\$ 542.68	\$ 110,460.00	\$ 673.54	\$ 60,460.00	120.9%	40
41 EUNICE	\$ 50,000.00	\$ 190.84	\$ 105,000.00	\$ 435.68	\$ -	\$ -	\$ (50,000.00)	-100.0%	41
42 FARMINGTON	\$ 195,000.00	\$ 54.18	\$ 353,500.00	\$ 100.88	\$ 269,638.00	\$ 76.95	\$ 74,638.00	38.3%	42
43 FLOYD	\$ 50,000.00	\$ 757.58	\$ 93,799.00	\$ 1,617.22	\$ 90,718.34	\$ 1,564.11	\$ 40,718.34	81.4%	43
44 FT. SUMNER	\$ 50,000.00	\$ 588.24	\$ 50,000.00	\$ 495.05	\$ 50,000.00	\$ 495.05	\$ -	0.0%	44
45 GADSDEN	\$ 195,000.00	\$ 47.22	\$ -	\$ -	\$ 195,007.17	\$ 48.03	\$ 7.17	0.0%	45
46 GALLUP	\$ 195,000.00	\$ 58.58	\$ -	\$ -	\$ -	\$ -	\$ (195,000.00)	-100.0%	46
47 GRADY	\$ 50,000.00	\$ 1,428.57	\$ 50,000.00	\$ 1,111.11	\$ 50,000.00	\$ 1,111.11	\$ -	0.0%	47
48 GRANTS	\$ 130,000.00	\$ 107.53	\$ -	\$ -	\$ -	\$ -	\$ (130,000.00)	-100.0%	48
49 HAGERMAN	\$ 50,000.00	\$ 396.83	\$ -	\$ -	\$ 93,779.72	\$ 884.71	\$ 43,779.72	87.6%	49
50 HATCH	\$ 97,500.00	\$ 260.00	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0%	50
51 HOBBS	\$ 195,000.00	\$ 57.49	\$ 249,024.00	\$ 79.11	\$ 249,024.00	\$ 79.11	\$ 54,024.00	27.7%	51
52 HONDO	\$ 50,000.00	\$ 1,282.05	\$ -	\$ -	\$ 69,225.00	\$ 2,163.28	\$ 19,225.00	38.5%	52
53 HORIZON ACADEMY WEST ST. CHARTER (APS)	\$ 97,500.00	\$ 311.50	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0%	53
54 HOUSE	\$ 50,000.00	\$ 6,250.00	\$ -	\$ -	\$ 49,998.95	\$ 4,999.90	\$ (1.05)	0.0%	54
55 INT'L SCHOOL MESA DEL SOL ST. CHARTER (APS)	\$ 50,000.00	\$ 396.83	\$ 88,833.00	\$ 658.02	\$ 173,827.00	\$ 1,287.61	\$ 123,827.00	247.7%	55
56 JAL	\$ 50,000.00	\$ 328.95	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	56
57 JEFFERSON MONT. ACAD.	\$ 50,000.00	\$ 666.67	\$ 72,834.00	\$ 971.12	\$ 82,512.00	\$ 1,100.16	\$ 32,512.00	65.0%	57
58 JEMEZ MOUNTAIN	\$ 50,000.00	\$ 617.28	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	58
59 JEMEZ VALLEY	\$ 50,000.00	\$ 675.68	\$ 75,000.00	\$ 1,041.67	\$ 75,000.00	\$ 1,041.67	\$ 25,000.00	50.0%	59
60 LA JICARITA	\$ 22,000.00	\$ 1,466.67	\$ -	\$ -	\$ -	\$ -	\$ (22,000.00)	-100.0%	60
61 LA PROMESA ST. CHARTER (APS)	\$ 50,000.00	\$ 212.77	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	61
62 LA TIERRA MONTESSORI (ESPAÑOLA)	\$ 22,000.00	\$ 372.88	\$ 51,800.00	\$ 863.33	\$ 54,670.00	\$ 911.17	\$ 32,670.00	148.5%	62
63 LAKE ARTHUR	\$ 50,000.00	\$ 1,923.08	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	63
64 LAS CRUCES	\$ 260,000.00	\$ 33.76	\$ -	\$ -	\$ -	\$ -	\$ (260,000.00)	-100.0%	64
65 LAS VEGAS CITY	\$ 97,500.00	\$ 173.18	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0%	65
66 LINDRITH AREA HERITAGE	\$ 22,000.00	\$ 3,666.67	\$ 27,800.00	\$ 3,971.43	\$ 20,700.00	\$ 2,957.14	\$ (1,300.00)	-5.9%	66
67 LOGAN	\$ 50,000.00	\$ 694.44	\$ 52,016.00	\$ 675.53	\$ 50,000.00	\$ 649.35	\$ -	0.0%	67
68 LORDSBURG	\$ 50,000.00	\$ 280.90	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	68
69 LOS ALAMOS	\$ 130,000.00	\$ 128.33	\$ 230,000.00	\$ 220.94	\$ 230,000.00	\$ 220.94	\$ 100,000.00	76.9%	69
70 LOS LUNAS	\$ -	\$ -	\$ -	\$ -	\$ 222,408.00	\$ 84.89	\$ 222,408.00		70
71 LOVING	\$ 50,000.00	\$ 306.75	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	71
72 LOVINGTON	\$ 130,000.00	\$ 102.36	\$ 232,218.00	\$ 204.96	\$ 244,549.00	\$ 215.84	\$ 114,549.00	88.1%	72
73 MAGDALENA	\$ 50,000.00	\$ 531.91	\$ -	\$ -	\$ 20,620.00	\$ 231.69	\$ (29,380.00)	-58.8%	73
74 MAXWELL	\$ 50,000.00	\$ 1,470.59	\$ 91,530.00	\$ 3,051.00	\$ 107,180.00	\$ 3,572.67	\$ 57,180.00	114.4%	74
75 MCCURDY CHARTER SCHOOL (ESPAÑOLA)	\$ 50,000.00	\$ 331.13	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	75
76 MELROSE	\$ 50,000.00	\$ 657.89	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	76

FY16 Through FY18 Early Literacy Awards and Per-Pupil Funding

(in thousands)

	FY16		FY17		FY18		FY16 and FY18 Awards Change	FY16 and FY18 % Change	
	School District and Charter School	Award	K-3 Per-Pupil Funding	Award	K-3 Per-Pupil Funding	Award			K-3 Per-Pupil Funding
77 MESA VISTA	\$ 50,000.00	\$ 617.28	\$ 95,000.00	\$ 2,065.22	\$ 105,408.00	\$ 2,291.48	\$ 55,408.00	110.8%	
78 MISSION ACHIEVEMENT AND SUCCESS CHARTER SCHOOL	\$ 50,000.00	\$ 520.83	\$ 175,000.00	\$ 845.41	\$ 223,996.00	\$ 1,082.11	\$ 173,996.00	348.0%	
79 MONTESSORI OF THE RIO GRANDE (APS)	\$ 50,000.00	\$ 344.83	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	
80 MORA	\$ 50,000.00	\$ 396.83	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	
81 MORIARTY	\$ 97,500.00	\$ 135.98	\$ 255,000.00	\$ 367.97	\$ 266,371.00	\$ 384.37	\$ 168,871.00	173.2%	
82 MOSAIC ACADEMY CHARTER	\$ 50,000.00	\$ 632.91	\$ -	\$ -	\$ 55,658.98	\$ 732.36	\$ 5,658.98	11.3%	
83 MOSQUERO	\$ 50,000.00	\$ 3,333.33	\$ 82,825.00	\$ 7,529.55	\$ 56,500.00	\$ 5,136.36	\$ 6,500.00	13.0%	
84 MOUNTAINAIR	\$ 50,000.00	\$ 746.27	\$ -	\$ -	\$ 70,000.00	\$ 1,129.03	\$ 20,000.00	40.0%	
85 NATIVE AMERICANCOMMUNITY ACADEMY				\$ 2,286.85					
86 NORTH VALLEY ACADEMY ST. CHARTER (APS)	\$ 50,000.00	\$ 222.22	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	
87 PECOS	\$ 50,000.00	\$ 270.27	\$ 101,000.00	\$ 587.21	\$ -	\$ -	\$ (50,000.00)	-100.0%	
88 PEÑASCO	\$ 50,000.00	\$ 505.05	\$ -	\$ -	\$ 74,543.57	\$ 776.50	\$ 24,543.57	49.1%	
89 POJOAQUE	\$ 97,500.00	\$ 192.31	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0%	
90 PORTALES	\$ 130,000.00	\$ 146.73	\$ 251,012.90	\$ 293.58	\$ 244,489.90	\$ 285.95	\$ 114,489.90	88.1%	
91 QUEMADO	\$ 50,000.00	\$ 1,282.05	\$ 106,452.20	\$ 2,596.40	\$ 106,452.20	\$ 2,596.40	\$ 56,452.20	112.9%	
92 QUESTA	\$ 50,000.00	\$ 458.72	\$ 50,000.00	\$ 446.43	\$ -	\$ -	\$ (50,000.00)	-100.0%	
93 RATON	\$ 97,500.00	\$ 286.76	\$ 260,628.00	\$ 822.17	\$ 260,628.00	\$ 822.17	\$ 163,128.00	167.3%	
94 RED RIVER VALLEY (QUESTA)	\$ 22,000.00	\$ 536.59	\$ 22,000.00	\$ 611.11	\$ -	\$ -	\$ (22,000.00)	-100.0%	
95 RESERVE	\$ 50,000.00	\$ 1,724.14	\$ 50,000.00	\$ 1,785.71	\$ -	\$ -	\$ (50,000.00)	-100.0%	
96 RIO GALLINAS CHARTER SCHOOL (WEST LAS VEGAS)	\$ 22,000.00	\$ 564.10	\$ -	\$ -	\$ -	\$ -	\$ (22,000.00)	-100.0%	
97 RIO RANCHO	\$ 260,000.00	\$ 51.98	\$ 208,339.00	\$ 41.60	\$ 256,497.00	\$ 51.22	\$ (3,503.00)	-1.3%	
98 ROOTS & WINGS (QUESTA)	\$ 22,000.00	\$ 880.00	\$ 35,710.00	\$ 1,487.92	\$ -	\$ -	\$ (22,000.00)	-100.0%	
99 ROSWELL	\$ 195,000.00	\$ 55.56	\$ -	\$ -	\$ -	\$ -	\$ (195,000.00)	-100.0%	
100 ROY	\$ 50,000.00	\$ 2,272.73	\$ 63,800.00	\$ 2,900.00	\$ 86,432.75	\$ 3,928.76	\$ 36,432.75	72.9%	
101 RUIDOSO	\$ 97,500.00	\$ 158.28	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0%	
102 SAGE MONTESSORI CHARTER (APS)	\$ 50,000.00	\$ 442.48	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	
103 SAN DIEGO RIVERSIDE CHARTER	\$ 22,000.00	\$ 478.26	\$ -	\$ -	\$ -	\$ -	\$ (22,000.00)	-100.0%	
104 SAN JON	\$ 50,000.00	\$ 1,020.41	\$ -	\$ -	\$ 73,877.00	\$ 1,172.65	\$ 23,877.00	47.8%	
105 SANTA FE	\$ 195,000.00	\$ 43.40	\$ -	\$ -	\$ -	\$ -	\$ (195,000.00)	-100.0%	
106 SANTA ROSA	\$ 50,000.00	\$ 233.64	\$ -	\$ -	\$ 81,854.64	\$ 397.35	\$ 31,854.64	63.7%	
107 SILVER CITY CONS.	\$ 130,000.00	\$ 134.16	\$ -	\$ -	\$ 222,705.00	\$ 249.67	\$ 92,705.00	71.3%	
108 SOCORRO	\$ 97,500.00	\$ 205.26	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0%	
109 SPRINGER	\$ 50,000.00	\$ 1,041.67	\$ 55,000.00	\$ 1,375.00	\$ 54,616.67	\$ 1,365.42	\$ 4,616.67	9.2%	
110 TAOS	\$ 97,500.00	\$ 143.81	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0%	
111 TAOS INTEGRATED SCHOOL OF ARTS ST. (TAOS)	\$ 50,000.00	\$ 666.67	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	
112 TAOS INTERNATIONAL SCHOOL (TAOS)	\$ 22,000.00	\$ 278.48	\$ -	\$ -	\$ -	\$ -	\$ (22,000.00)	-100.0%	
113 TAOS MUNICIPAL CHARTER (TAOS)	\$ 50,000.00	\$ 602.41	\$ 90,000.00	\$ 1,084.34	\$ 115,151.00	\$ 1,387.36	\$ 65,151.00	130.3%	
114 TATUM	\$ 50,000.00	\$ 450.45	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0%	

FY16 Through FY18 Early Literacy Awards and Per-Pupil Funding

(in thousands)

	FY16		FY17		FY18		FY16 and FY18 Awards Change	FY16 and FY18 % Change
	Award	K-3 Per-Pupil Funding	Award	K-3 Per-Pupil Funding	Award	K-3 Per-Pupil Funding		
115 TEXICO	\$ 50,000.00	\$ 320.51	\$ -	\$ -	\$ 50,056.00	\$ 325.04	\$ 56.00	0.1% 115
116 TRUTH OR CONSEQ.	\$ 97,500.00	\$ 227.80	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0% 116
117 TUCUMCARI	\$ 97,500.00	\$ 314.52	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0% 117
118 TULAROSA	\$ 50,000.00	\$ 181.82	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0% 118
119 TURQUOISE TRAIL (SANTA FE)	\$ 50,000.00	\$ 197.63	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0% 119
120 UPLIFT COMMUNITY SCHOOL (APS)	\$ 50,000.00	\$ 568.18	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0% 120
121 VAUGHN	\$ 50,000.00	\$ 3,571.43	\$ -	\$ -	\$ -	\$ -	\$ (50,000.00)	-100.0% 121
122 WAGON MOUND	\$ 50,000.00	\$ 2,173.91	\$ 37,300.00	\$ 1,332.14	\$ 73,627.30	\$ 2,629.55	\$ 23,627.30	47.3% 122
123 WEST LAS VEGAS	\$ 97,500.00	\$ 237.80	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0% 123
124 WILLIAM W & JOSEPHINE DORN CHARTER (APS)	\$ 22,000.00	\$ 733.33	\$ -	\$ -	\$ -	\$ -	\$ (22,000.00)	-100.0% 124
125 ZUNI	\$ 97,500.00	\$ 211.50	\$ -	\$ -	\$ -	\$ -	\$ (97,500.00)	-100.0% 125

Source: PED and LESC Files